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ABSTRACT

This student guide is part of a protocol learning module designed to teach the prospective teacher to make smooth transitions from one activity to another, in order to deter disruptive behavior in the course of the transition. The entire module consists of this guide, a protocol film, and testing materials. The student guide contains: (a) instruction in the use of protocol learning modules, (b) a discussion of transitions in the classroom, (c) practice lessons for recognition of smooth classroom transitions, and (d) practice exercises for applying the techniques of a smooth transition in simulated teaching experiences. The principle upon which this module is based is that management techniques used by the teacher either facilitate or interfere with the smooth transition from one classroom activity to another. Three types of teacher behavior which interfere with smooth transitions are: (a) stimulus boundedness-the teacher is deflected from the main activity and reacts to some external stimulus that is unrelated to the ongoing activity; (b) thrust--the teacher bursts in suddenly on the children's activities in a manner that indicates that her own intent was the only determinant of her timing and point of entry; and (c) flip-flop--the teacher starts a new activity without bringing the original activity to a close and then returns to the original activity. (HMD)

ED 092480

TRANSITIONS

A Classroom Management Concept Related to Effective Teaching

STUDENT GUIDE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TRANSITIONS

Learning Sequence

Instructions:

Welcome to a new type of learning experience. It will be a lot different from those you have encountered in the past. You will work independently outside of class the majority of the time, and your work will emphasize using important educational concepts in classroom situations.

To help direct your learning activities, we have prepared a Learning Sequence. This is essentially a sequential outline of the tasks you will be engaged in. Treat it as a friend, and you will always know what to do next.

Let's look at the first task, labeled STEP 1.

Step	Where *Done	TASK
1	0	Read Introduction to Protocols and complete Self-Evaluation 1. Review Introduction if there are any questions you cannot answer.
Pages 5-10		

Starting at the very left, the first column identifies STEP 1 which deals with materials on pages 5-10. The next column "Where Done," has an asterisk in it, plus an "0". If you check the bottom of the next page, you'll find 0 = out of class and I = in class. As a quick check, scan the rest of the tasks and see which are done in class. (i.e., I). We'll wait ....Tasks 4 and 5 are done in class. See, you will be working outside of class the majority of the time.

Under "task," you will find out what you are supposed to do. In this case, outside of class you will write the starting time, read Introduction to Protocols and complete Self-Evaluation 1. Review Introduction if there are any questions you cannot answer. When you are all done, put a mark in the Step 1 column:

STEP
1

Do this each time you finish a Step. This will enable you to tell at a glance where you are in the Learning Sequence.

Before you begin, let's add a final note. Some Steps are included to provide extra practice in case you need it to reach a high level of performance. Be sure to complete these extra Steps if your score is below criterion level since otherwise you will probably fail the test given in class (Step 5) and have to repeat the practice exercises.

Since this module is still being improved, you will occasionally find Suggestion Forms. Include your comments; how often have you wanted to tell the author what you thought was right (or wrong)? Besides, your comments will definitely be helpful . . . this package is not set in concrete.

Okay, let's go!

Step	Where *Done	TASK
1	0	Read Introduction to Protocols and complete Self-Evaluation 1. Review Introduction if there are any questions you cannot answer.
Pages 5-10		
2	0	Study TRANSITIONS - Description of the Concept. Complete Self-Evaluation 2 in pencil. Check your answers against the Scoring Key; erase any incorrect or incomplete answers. Review content covering any answers you missed and write correct answers in erased spaces.
Pages 11-16		
3	0	Complete Recognition Practice Lesson 1 using pencil and check your answers against the Scoring Key. If your score reaches criterion level go on to Step 3B, otherwise go to Step 3A.
Pages 17-23		
3A	0	If your score on Recognition Practice Lesson 1 did not reach criterion level, erase incomplete or incorrect answers. Review content covering answers you missed and write correct answers in erased spaces.
Pages 17-23		

		Time Required			TASK
		Start	Finish	Elapsed	
3B	0				In Recognition Practice Lesson 1, you had unlimited time. For Recognition Practice Lesson 2, you are allowed only 6 minutes to complete the lesson. The reason for having a time limit on this lesson is to help you improve your observation skill so you can observe the behaviors in the Protocol Film (Step 4) at the same rate they occur in the classroom. Check your watch and enter start and finish times. Score your Lesson using the key on page 30. If you did not finish within 6 minutes, or if your score was less than 7 correct, erase your answers and repeat Recognition Practice Lesson 2.
Pages 24-30					

* O = Out of class, I = In class

Step	Where Done	Time Required: Start	Finish	Elapsed	TASK
3C	O				In Recognition Practice Lesson 3 you are allowed 5 minutes to complete the lesson. Score your lesson using the key on page 38. If you did not finish within 5 minutes or if your score was less than 12 correct, review the Description of the Concept and repeat all three lessons. Indicate starting and finishing time and elapsed minutes.
Pages 31-38					
4	I				View Protocol Film "Transitions" and complete Protocol Film Observation Form. Score Protocol Film Observation Form. The criterion for passing is 80% (10 or more correct).
5	I				Complete Recognition Test. If you fail to reach criterion level on this test, you should review the two Recognition Practice Lessons. Criterion level for this test is as follows: Section A - 6 or more points. Section B - 13 or more points within the 7 minute time limit.
6	I				Read Performance Activity pp. 39-43. Complete Practice Exercise 1. Use the Classroom Observation Form p. 42 to complete this exercise. Exercise 2 must be done when student teaching or as an inservice teacher.

TASK 1

TRANSITIONS

Introduction to Protocols

Note: If you have completed Utah Protocol Modules dealing with other concepts, you may skip this introduction and go on to Description of the Concept (Task 2).

Objectives:

After reading this chapter you, the learner, should be able to:

1. State the purpose of the protocol modules in your own words.
2. State three ways in which protocol modules differ from conventional textbooks.
3. Explain why the Utah protocol materials emphasize very simple classroom management skills.
4. State an interest in trying the protocol materials.

The Purpose of Protocols

A protocol module is a self-instructional package of printed and filmed lessons designed to help the preservice or inservice teacher understand an important concept relevant to teaching and relate this concept to classroom practice. One definition of "protocol" is an original record of an event or transaction. The protocol modules are developed from records of classroom interaction in the form of written transcripts or films.

How Protocols Differ From Textbooks

The essential characteristic of protocol materials is their relevance to the actual classroom and their capacity to relate important teaching concepts to specific teaching behavior. In this respect, the protocols are fundamentally different from most textbooks used to train teachers. The typical textbook usually presents the important concepts and principles, but rarely gives the learner the kinds of experience he needs to translate these concepts into specific teaching acts that can be applied in the classroom. You will also find protocols different from most textbooks in other important respects:

(1) First, each protocol starts with a set of learner objectives. These objectives will spell out in very specific terms what you will be expected to do after you have completed the module. Many students fail in conventional college courses simply because they cannot figure out what they are expected to learn. You will find the objectives a great help to you in successfully completing the protocol modules.

(2) Second, information about concepts and relevant teaching behavior is backed up with practice exercises which are care-

fully designed to help you achieve the specific learner objectives. Unlike textbook content which is read passively, the learner plays an active role in completing the protocol lessons. Such active participation increases the amount you will learn from the lessons. The lessons are scaled so that each lesson moves you closer to performance that is similiar to your task as a teacher in a regular classroom. In effect, the lessons will provide a carefully constructed map to help you make the difficult transition from theory to practice.

(3) Third, you will find that the instructional materials are much briefer than those found in most textbooks. The textual information has been cut to a minimum, leaving only that which is necessary. This means that although little reading is involved, that which is included is important and must be studied carefully.

(4) Finally, protocols differ from conventional learning materials in that they provide for individual learner differences. In the Utah protocol modules, individual differences are provided for by self-pacing and branching. A self-pacing instructional program is one in which the learner can progress through the learning experience at his own rate. Branching provides the learner with different routes he can follow in reaching the objectives. The protocols employ self-pacing to adjust the learning experience for persons who require more or less practice to reach the objectives. Since self-evaluation measures are also included, the learner has a firm basis for deciding whether or not he needs additional practice.

What You Do in the Protocol Module

What do we mean when we say that a person "understands" a concept? Actually, there are many levels of understanding. One of the lowest levels of understanding requires nothing except that the learner be able to state the concept or remember its label. Much of what students learn in school (at all grade levels) requires understanding at this level. The learner's achievement is usually measured by oral recitation lessons or multiple-choice tests. Such learning may help pass tests but does little to prepare the learner to apply his knowledge. Since teaching is an applied science, the learner profits little from knowledge that he cannot use.

The protocol approach leads to a much better understanding than is called for in conventional college courses. Learning is required at two levels which take the learner from the point where he has an abstract understanding of the concept to the point where he can recognize ways of applying the concept to a teaching simulation.

Knowledge Level

Each protocol module contains the same kinds of materials and the learner follows about the same sequence.

TASK 1

The first phase of your learning experience with each protocol module will be directed toward giving you an initial understanding of the concept and its behavioral indicators. At this level, you will learn the name of each concept and study a list of management skills (behavioral indicators) that a teacher can use to apply the concept to the classroom. This is an important first step but falls short of the level of understanding you need if you are actually going to apply the concept in your teaching. Most education courses and textbooks stop at this level. In fact, many fail to reach even this level and merely tell the learner the concepts or principles and leave it up to him to figure out ways that he can apply them to teaching.

Recognition Level

Seeing examples of teaching can be a great help to the learner in relating an important concept to specific things a teacher can do to apply the concept to the classroom situation. If the learner can recognize examples of teacher behavior that apply to a given concept, he has a much deeper understanding of the concept than he can get from studying the typical textbook. Both written exercises and film are used in each protocol module to help you recognize ways that teacher remarks can apply each concept in the classroom.

These exercises are based on actual classroom situations which have been recorded with regular classroom teachers and students. We have edited the recordings so that we can give you the maximum experience in discriminating behavorial indicators of each concept in the minimum time.

In the written transcripts, teacher remarks are underlined and the learner must study the remark and decide what specific management skill the teacher has used to apply the concept. In the filmed transcripts a number appears on the screen immediately before the teacher makes the keyed remark. Again, the learner must decide what specific management skill the teacher has used. In some cases, examples are given of both the correct and incorrect teacher remarks so that the student can compare them.

With the written transcripts, the learner starts by completing Lesson 1 at his own rate. The following lesson or lessons and the Recognition Test have a time limit which the student must meet prior to viewing the film. With the film, he must respond at the same rate that the teacher remarks occur in the class discussion. This is a more difficult task but is a valuable experience since it prepares the learner to identify key management skills when observing in a regular classroom or in evaluating his own performance by replaying a videotape or audio tape recording.

Why the USU Protocols Deal With Simple Teaching Skills and Behavior

In looking over the USU Protocol Modules, you will notice that most of the teaching behaviors that are covered in these modules are very simple techniques that can be defined clearly and which teachers can learn to use without much difficulty. However, do not be mislead into concluding that these behaviors are unimportant simply because they are not complex. Although teaching itself is highly complex, like

many complex behaviors, it is made up by combining a great many simpler behaviors. The excellent teacher is often one who has mastered a great many simple skills and puts these skills together in an effective and creative manner. In contrast, the poor teacher not only lacks the simple skills, but often uses behaviors in their place which actually detract from the teaching situation. For example, the most effective way to ask a question during a recitation or discussion lesson is to first ask the question, then pause and then call on the child who is to give an answer. This questioning sequence (which is covered in the USU Group Alerting Module) is effective for several reasons. First, since the teacher frames the question before calling on a student, each student must listen and vicariously prepare an answer in case the teacher calls on him. Secondly, the teacher's pause gives children time to think of a good answer. The quality of responses in a recitation lesson will go up considerably if the teacher pauses and if children are told that the reason for the pause is to give them time to think of a better answer. In contrast, the ineffective teacher first calls the child's name, then asks the question and expects an immediate answer. By calling the child's name before asking the question, the teacher has alerted all other children in the group that they will not be called on and, therefore, need not pay attention. By expecting immediate answers, the teacher tends to obtain memorized answers to which the child has given very little thought. Therefore, you can see that even though using the correct questioning sequence is a simple behavior, it can make an important difference to the attention level of children during a discussion and the quality of their answers.

Since the USU Protocol Modules are designed primarily for students in teacher training and for teachers with limited experience, we feel that helping you learn the fundamentals of teaching, most of which involve relatively simple skills and behaviors is more important than attempting to teach you some of the highly complex and sophisticated strategies that you may wish to learn after you have mastered the basic tools of your profession.

Finally, since many pre-service teacher training students do not have access to regular classrooms, the USU Protocol Modules have been focused on skills and behaviors that the learner can master without extensive classroom practice. Classroom practice, of course, even for the most simple teaching skills is important and desirable. However, in the case of very simple skills and behaviors such as those covered in the USU Modules, we have found from our past research that the teacher trainee can develop an understanding of these skills and learn how they can be applied in the classroom without any actual classroom practice.

In summary, the USU Protocol Modules focus on simple teaching skills and behaviors for three reasons. These are: (1) using such skills often brings about marked improvement in the performance of the teacher and the atmosphere of the classroom. (2) These simple skills are among the most basic to effective teaching and should be learned before trying to move on to more complex teaching strategies. (3) The simple skills and behaviors covered in the USU Modules can be learned by students who do not have access to regular classrooms for practice.

TASK 1

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Self Evaluation 1

1. State the purpose of the protocol modules in your own words.

_____

_____

_____

_____

_____

2. In what ways do protocol modules differ from conventional textbooks? (list three)

a) _____

_____

b) _____

_____

c) _____

_____

3. Why do the Utah protocol modules deal with simple teaching skills and behavior?

_____

_____

_____

4. In the film and practice lessons you will be asked to recognize:

a. Teacher remarks

b. Student remarks

c. Both teacher and student remarks

5. Having read the Introduction to Protocols, indicate whether you agree or disagree with each of the following statements:

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a) The protocol modules sound like they are a practical way to learn to apply some concepts. (circle one)
agree strongly agree disagree disagree strongly

b) I am interested in trying a protocol module to see what it is really like. (circle one)
agree strongly agree disagree disagree strongly

c) I would like to learn more about how protocol modules can help me in teaching. (circle one)
agree strongly agree disagree disagree strongly

6. What changes can you suggest that would have made the Introduction to Protocols more informative or more interesting?

Instructions:

CHECK YOUR FIRST THREE ANSWERS AGAINST UNDERLINED INFORMATION GIVEN IN THE INTRODUCTION.

TASK 2

TRANSITIONS

Description of the Concept

Introduction:

This Protocol Module is concerned with the concept of TRANSITIONS. The principle underlying TRANSITIONS may be stated as follows: Classroom MANAGEMENT TECHNIQUES USED BY THE TEACHER EITHER FACILITATE OR INTERFERE WITH THE SMOOTH TRANSITION FROM ONE CLASSROOM ACTIVITY TO ANOTHER.

Presently, the concept TRANSITIONS has little meaning for you. Consequently, you have no way of utilizing this in your teaching behavior. Before you can begin to employ TRANSITIONS in your classroom teaching behavior, it will be necessary to translate this abstract concept into meaningful specific behaviors. In short, you must learn specific techniques in order to apply TRANSITIONS in your teaching. In this module, you will be introduced to three behavioral indicators of TRANSITIONS. A behavioral indicator is a specific behavior that you can use in the classroom to apply TRANSITIONS to teaching. These three have been chosen for emphasis because use of positive TRANSITIONS and avoidance of negative TRANSITIONS can increase pupil work involvement and reduce disruptive behavior in your classroom.

Learner Objectives:

At the completion of this module, you will be tested to determine if you have achieved criterion level in your understanding and application of the concept TRANSITIONS. In the tests, you will be required to identify and utilize the concept and its behavioral indicators at two levels. The performance objectives you should achieve in the Recognition Test are as follows:

1. Given the concept TRANSITIONS, the learner will be able to state the principle underlying this concept and list and briefly define three specific behavioral indicators that a teacher can use to apply this concept to the classroom situation. (The learner must achieve 80% of this level.)

2. Given a written transcript or shown a motion picture of a classroom discussion, the learner will be able to identify examples of the three positive and negative behavioral indicators of the concept TRANSITIONS. (The learner must achieve 80% of this level.)

Behavioral Indicators:

In this lesson, we will deal with three specific behavioral indicators related to effective transitions in the classroom. Each of these behaviors has a positive and negative element. That is, the teacher can behave in one way which interferes with the classroom activities and leads to poor transitions or can deal with the same problem in another way

which does not interfere with the classroom activities and leads to smooth transitions between different topics.

To achieve the first criterion level, you must learn the principle underlying TRANSITIONS and the following three definitions:

1. Stimulus Boundedness -- The teacher is deflected from the main activity and reacts to some external stimulus that is unrelated to the on-going activity, versus Delayed Response -- the teacher delays responding to an unrelated stimulus until a natural break occurs in the classroom activity.

2. Thrust -- The teacher bursts in suddenly on the children's activities in such a manner as to indicate that her own intent of thought was the only determinant of her timing and point of entry, versus Timely Interjection -- The teacher introduces information in a manner which minimuzes interruption to the students' activity.

3. Flip-Flop -- The teacher starts a new activity without bringing the original activity to a close and then returns to the original activity, versus Smooth Transition -- The teacher fully completes one activity before moving on to the next.

Stimulus-Boundedness (SB-)

Stimulus-boundedness tends to interrupt the classroom activities. In stimulus-boundedness, an ongoing teacher activity is interrupted by an external stimulus. The teacher immediately responds to the external stimulus, therefore, interrupting the ongoing activity. We will call the positive behavior that is opposed to stimulus-boundedness delayed response (SB+). In this case, when an external stimulus is introduced into the classroom, the teacher continues with her activity and delays responding to the stimulus until a natural break occurs in the classroom activity. In effect, the teacher refuses to be sidetracked by an external stimulus that will result in stopping the normal classroom activities at a point where these activities should be continued.

Thrust (T-)

In a thrust, the teacher suddenly interrupts the children's activities such as seatwork, at an inappropriate time. In the case of the thrust, the teacher is not responding to an external stimulus. Instead, the teacher thinks of some statement or question that should be raised and suddenly bursts in on the classroom activity rather than waiting for a time when her comment will not interrupt children who are involved in the activity. Thrusts frequently involve the teacher giving additional instructions or raising additional points that should have been raised prior to the start of the students' activity. We will call the positive opposite of a thrust a timely interjection (T+). Ideally, the teacher should provide all necessary information before students start a seatwork activity. However, when the teacher forgets to do this, the information should be introduced in a manner

that does not suddenly break in on the children's activity, and should be introduced at a point in the activity where the interruption will have minimum effect on the activity.

Flip-Flops (FF-)

A flip-flop occurs when a teacher starts a new topic and having gotten into the new topic returns to make some comment or give additional instruction about the topic just concluded. The flip-flop occurs only near transition points when one topic is being concluded and a new topic is being introduced. We will call the opposite behavior smooth transition (FF+). A smooth transition is one where the teacher fully completes the initial topic before moving on to a new topic.

What are the essential differences among stimulus-boundedness, thrusts, and flip-flops? Stimulus-boundedness can be differentiated from the other behavior indicators because it invariably involves the teacher responding to an external stimulus. In contrast, thrusts and flip-flops usually occur because of an internal stimulus. That is, the teacher thinks of something that should have been included and responds to this thought. Thrusts can be differentiated from flip-flops in that a thrust involves the teacher suddenly bursting in on a topic that is already underway. While a thrust may occur at transition points, it always involves a clear element of suddenness. Flip-flops always occur at transition points and basically involve the teacher oscillating between the old topic that is being concluded and the new topic that is being introduced.

Research Evidence

A research program carried out by Kounin (1970)* in 49 elementary school classrooms explored the relationship between transitions and pupil performance. In this study, two remote control video cameras were employed in the classroom to record teacher and pupil behavior during academic activities. These tapes were played and teacher behavior related to classroom management was coded as well as behavior of the children. The sample of children included both normal and emotionally disturbed children. Preselected children were coded every ten seconds on work involvement and deviant behavior. Scores were kept separately for seatwork in which the children had no direct teacher supervision, and recitation in which the teacher was actively engaged with the entire class or a subgroup. The teacher's success in classroom management was defined in terms of producing a high rate of pupil work involvement and a low rate of deviant behavior.

The teacher's behavior on the transition variables was then correlated with pupil work involvement and pupil deviancy. In the recitation situation, the use of desirable transition techniques (i.e., freedom from thrusts, flip-flops and stimulus-boundedness) was found

* Kounin, Jacob S. Discipline and group management in classrooms. New York: Holt, Rinehart and Winston Inc., 1970.

to correlate .60 with pupil work involvement and .49 with freedom from deviancy. In the seatwork situation, these correlations were .38 and .42.

These results suggest that teacher use of smooth transitions is an important factor in effective classroom management.

The first phase of your learning experience with each protocol module will be directed toward giving you an initial understanding of the concept and its behavioral indicators. At this level you will learn the name of each concept and study a list of management skills (behavioral indicators) that a teacher can use to apply the concept to the classroom. This is an important first step but falls far short of the level of understanding you need if you are actually going to apply the concept in your teaching. Most education courses and textbooks stop at this level. In fact, many fail to reach even this level and merely tell the learner the concepts or principles and leave it up to him to figure out ways that he can apply them to teaching.

Recognition Level

Seeing examples of teaching can be a great help to the learner in relating an important concept to specific things a teacher can do to apply the concept to the classroom situation. If the learner can recognize examples of teacher behavior that apply to a given concept, he has a much deeper understanding of the concept than he can get from studying the typical textbook. Both written exercises and film are used in relating each concept to the classroom.

These exercises are based on actual classroom situations which have been recorded with regular classroom teachers and students. We have edited the recordings so that we can give you the maximum experience in discriminating behavioral indicators of each concept in the minimum time.

In the written transcripts, teacher remarks are underlined and the learner must study the remark and decide what specific management skill the teacher has used to apply the concept. In the filmed transcripts, a number appears on the screen immediately before the teacher makes the keyed remark. Again, the learner must decide what specific management skill the teacher has used. In some cases examples are given of both the correct and incorrect teacher behaviors so that the student can compare them.

With the written transcripts, the learner starts by completing Lesson 1 at his own rate. The following lesson or lessons and the Recognition Test have a time limit which the student must meet prior to viewing the film. With the film, he must respond at the same rate that the teacher remarks occur in the class discussion. This is a more difficult task but is a valuable experience since it prepares the learner to identify key management skills when observing in a regular classroom or in evaluating his own performance by replaying a videotape or audio tape recording.

TASK 2

TRANSITIONS

Self Evaluation 2

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Instructions:

In order to demonstrate understanding of the concept TRANSITIONS, it is necessary that you can state the principle underlying this concept and be able to list and briefly define three specific behavioral indicators that a teacher can use to apply this concept to the classroom situation. Since this level of understanding is essential to successful completion of the remainder of the learning module, you must answer all items on this measure correctly.

---

1. State the principle underlying the concept TRANSITIONS in your own words.

_____

_____

_____

2. Name and briefly define three teacher management behaviors (behavioral indicators) that can be used in the classroom to apply TRANSITIONS. First describe the negative behavior and then the positive behaviors.

(a) Negative name & symbol: _____ Definition: _____

_____

Positive name & symbol: _____ Definition: _____

_____

(b) Negative name & symbol: _____ Definition: _____

_____

Positive name & symbol: _____ Definition: _____

_____

(c) Negative name & symbol: _____ Definition: _____

_____

Positive name & symbol: _____ Definition: _____

_____

NOW CHECK YOUR ANSWERS AGAINST THE KEY GIVEN ON THE NEXT PAGE.

TASK 2

TRANSITIONS

Scoring Key

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Instructions:

Compare your answers with the model answers given below. It is not necessary that your answers be identical, but the key ideas included in the model answer should be included in your answer. The key ideas in each answer have been underlined. If your answer contains all of these ideas, either in the same or different words, your answer is correct. If any of the key ideas are absent, study the principle and the behavioral indicators until you can give correct answers. You will be tested on these items after you have completed the instructional package.

---

1. State the principle underlying the concept TRANSITIONS in your own words. Model Answer: Classroom management techniques used by the teacher dealing with events which can interrupt the lesson process or interfere with the smooth transition from one classroom activity to another.

   Example of satisfactory restatement of principle: The teacher uses techniques so that the lesson is not interrupted and transitions from one activity to another are smooth.

2. Name and briefly define three teacher management behaviors (behavioral indicators) that can be used in the classroom to apply TRANSITIONS. First, describe the negative behavior and then the positive behavior.

   (a) Stimulus Boundedness (SB-) -- The teacher responds to external stimuli; therefore, interrupting classroom activity versus Delayed Response (SB+) -- the teacher delays a response to external stimuli until a natural break occurs in the classroom activity.

   (b) Thrust (T-) -- The teacher interrupts the students' activities with her own intent or thought the determinant of the interruption versus Timely Interjection (T+) -- the teacher introduces information she may have thought of at a time when student activity is not interrupted.

   (c) Flip-Flop (FF-) -- The teacher starts a new activity without bringing the original activity to a close and then returns to the original activity versus Smooth Transition (FF+) -- the teacher completes each activity before moving to another.

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"It's pretty hard not to be stimulus bound when there's only one men's room."

TASK 3

TRANSITIONS

Recognition Practice Lesson 1

Instructions:

There are several teacher behaviors which produce smooth or jerky transitions in activity flow in a classroom interaction situation. Three negative behaviors are:

1. Stimulus Boundedness (SB-) -- The teacher is deflected from the main activity and reacts to some unplanned and irrelevant external stimulus.

2. Thrust (T-) -- The teacher bursts in suddenly on the children's activities in such a manner as to indicate that her own intent was the only determinant of her timing and point of entry. She reacts to internal stimulus such as her thoughts.

3. Flip-Flop (FF-) -- The teacher starts a new activity without bringing the original activity to a close and then returns to the first activity.

The following is a transcript taken from a tape recording of a discussion lesson conducted in Mrs. Drue Larsen's 6th grade class, Adams Elementary School, Logan, Utah. Throughout the transcript you will find that nine remarks are underlined. Read each remark and decide whether it is an example of one of the three behaviors listed above. Then, write the appropriate symbol as follows:

SB- -- for Stimulus Boundedness
T- -- for Thrust
FF- -- for Flip-Flop
NA -- None of the above

For example, the first teacher remark that has been underlined is "Ilene, what is this? Oh, I see, it's a note from home giving you permission to go on the field trip. You know I said to have these in yesterday. In the future, would you please try to get your permission slips in on time." This is an example of Stimulus Boundedness, the symbol SB- has been written in the space in front of the remark.

T: Did you find the literature story interesting that you read yesterday about Duke Robert's castle?

Mark: Yes, it was interesting but I sure would hate to live in those times and have to leave my parents and go to another castle when I was only seven years old.

T: It does seem very young to have to leave your family. Do you think you would see your family very often? Shauna?

Shauna: No, because travel was more difficult as they didn't have any cars, planes or buses.

T: That's true. How did the people get from one place to another? Shauna?

Shauna: By horses and by walking.

T: Ilene, your hand is up, can you add something to Shauna's answer?

Ilene: They also had carts and boats.

(Ilene walks to the teacher's desk and places a note on it.)

Ex. SB- T: Ilene, what is this? Oh, I see, it's a note from home giving you permission to go on the field trip. You know I said to have these in yesterday. In the future, would you please try to get your permission slips in on time. Now, in this story, a boy had to live in the castle

1. _____ to become a page. Can you remember some of the things a page had to learn? June?

TASK 3

June: Well, they had to learn to wait on tables, run errands, ride a horse and use a lance, sword or battle axe.

2. ____ T: Mark, can you add to that?

Mark: Well, a boy was a page from age seven to fourteen, after that he became a squire.

T: Very good, Mark. What must be learned while he was a squire? Teresa?

Teresa: To serve the knights, taking care of his horses, weapons and armor.

T: June, can you add to that?

June: The squire had a spare horse and sword in case the knight's horse was killed or he lost his sword during battle.

3. ____ T: Right. Now that reminds me, someone lost their jacket on the playground yesterday. It's in the office so if it's yours, you can get it there before recess. Okay, returning to our lesson, how long did the squire have to learn the things he must learn? Brad?

Brad: Seven years.

4. ____ T: Very good. Let's do our spelling now. Open your books to page 76. This is the lesson in forming plurals. What does the word "plural" mean? Ilene?

Ilene: More than one.

T: That's right, by the way what did the squire become after his seven years of training were completed? Shauna?

Shauna: A knight.

T: That's right. Now, how do you form the plural of deer? D-E-E-R. Spell the plural form for me, Brad.

Brad: D-E-E-R.

T: Good. We say one deer and three deer. That particular word doesn't change from its singular form to the plural form. How, then, do you change the singular word "dog" to the plural form? Shauna?

Shauna: You make dog plural by just adding an "s".

T: What about the plural of woman? Mark?

Mark: W-O-M-E-N.

T: To make woman plural, we change the spelling. You're doing very well. Oh, by the way, would you please bring an article from the newspaper on women's rights. We're going to discuss this issue during current events tomorrow. Now, who can spell the plural of monkey? Teresa?

5. _____

Teresa: M-O-N-K-E-Y-S.

T: Why, I thought to make monkey plural, you change the "y" to "i" and add "es". Shauna?

Shauna: Well, there's a rule that says that if there's a consonant before the "y" then you have to change the "y" to "i" and add "es".

6. _____ T: (A poster falls off the wall.) Oh dear, there goes that poster again. I sure wish I could find some decent tacks, these are not really long enough. (Teacher replaces poster.) Okay, who can tell me how to spell the plural of lady? Brad?

Brad: L-A-D-Y-S.

T: Is that correct? Think about this rule that Shauna mentioned. Mark, do you think that is the correct way?

Mark: No. It's L-A-D-I-E-S.

7. _____ T: Can you explain how you knew how to spell it? Mark?

Mark: Well, Shauna said that there's a rule that if there's a consonant before the "y" that you change the "y" to "i" and add "es" and if there's a vowel before the "y", then you just . . .

8. _____ T: Oh, I want to remind you that there's a PTA meeting tonight, try to get your parents to come. The class with the most parents in attendance will get the book of the month. Ilene?

Ilene: I don't think my mother can come because she bowls tonight.

T: Well, sometimes it's impossible for parents to come, but I think most of them would want to be here, so just remind them. The meeting is tonight at 7 o'clock. Back to our discussion of plurals. We've talked about the word DEER which has the same form or spelling for both singular and plural meanings. Are there some words whose spelling

or form changes almost completely for singular or plural meaning? June?

June: Yes, there are.

T: Can you tell us one and spell the two words?

June: Sure, M-O-U-S-E changes to M-I-C-E.

9. ____ T: Now, let's get your math worksheets checked. Take out the worksheet and a red pencil. Oh yes, to finish our spelling, I want you to write your spelling words once as they are in the singular form and then once in the plural form. Remember the rule we talked about. And we'll check this spelling lesson tomorrow.

Instructions:

NOW, TURN TO THE NEXT PAGE OF YOUR HANDBOOK AND CHECK YOUR SCORE ON RECOGNITION PRACTICE LESSON 1. CHECK EACH OF YOUR RESPONSES AND INDICATE THE NUMBER CORRECT IN THE SPACE PROVIDED. NOW, REVIEW YOUR ANSWERS AND SEE IF THERE IS ONE TYPE OF TRANSITIONS (FLIP-FLOP FOR EXAMPLE) THAT YOU HAVE INCORRECTLY IDENTIFIED TWICE OR MORE. IF SO, YOU SHOULD REVIEW THE DESCRIPTION OF THIS BEHAVIOR BEFORE GOING ON TO LESSON 2. THE CRITERION FOR THIS LESSON IS 7. SEE LEARNING SEQUENCE FOR YOUR NEXT ACTIVITY.

TASK 3

TRANSITIONS

BEST COPY AVAILABLE

Recognition Practice Lesson 1
Scoring Key

Instructions:

Copy your answers from the Recognition Practice Lesson into Column 1. Then compare your answers with the correct answers in Column 2. Circle any of your answers that are incorrect and total your correct answers as indicated below.

Item	Column 1	Column 2
Ex.		SB-
1		NA (Questioning Technique)*
2		NA (Questioning Technique or Peer Involvement)*
3		T-
4		FF-
5		T-
6		SB-
7		NA (Questioning Technique)*
8		T-
9		FF-

Specific Behaviors: Check your errors carefully to see how many occur in each behavior. If you made two or more errors in classifying the same behavioral indicator, you should review the description of that behavior and try to determine why you classified it incorrectly.

Total Correct: _____

Criterion level for this lesson is 7 correct or higher. If you scored more than 7, go on to Lesson 2. See Learning Sequence.

* The behavioral indicators, Questioning Technique and Peer Involvement, have been dealt with in another Protocol Module. You are not expected to know these, but they have been identified for your information in case you have completed the other Protocol Modules.

TASK 3B

TRANSITIONS

Recognition Practice Lesson 2
(time limit - 6 minutes)

Instructions:

The following is a transcript taken from a tape recording of a discussion lesson conducted in Mrs. Drue Larsen's 6th grade class at Adams Elementary School, Logan, Utah. Follow the same instructions given for Lesson 1, but allow yourself only 6 minutes to complete this lesson. Use the following symbols:

SB- -- Stimulus Boundedness
T- -- Thrust
FF- -- Flip-Flop
NA -- None of the Above

T: As we continue our study of Ancient Greece, we find that there were two city-states that seemed to be more important than the others. Can any of you name these two city-states? Scott?

Scott: I think it would be Athens and Sparta.

T: That's right. How could a city-state be defined? Carolyn?

Carolyn: Is it a city that has it's own government?

T: Yes. That's right. Why did these city-states develop separately rather than unite together into a country? Craig?

Craig: I know that! There were a lot of mountains in Greece and the cities grew up in the valleys of the mountains. So they were really isolated from each other.

T: Donna?

Donna: And transportation was not so good at that time, so each city was just about like a small country.

TASK 3B

T: These are really good comments. Now, let's compare these two city-states. What type of a city was Sparta? Kevin?

Kevin: Sparta was a military city. All of the boys trained to be soldiers. When they were seven years old they left home and lived in special camps.

T: Who can tell us something more about these camps? Scott?

Scott: They had to exercise a lot to build up their bodies, and they ate plain food; and they were taught to suffer pain without making a sound.

1. _____ T: That's right. Scott, look at the mud on your feet. You have been told a dozen times to clean the mud off before coming into the classroom. You go out and clean the mud off before you get any more on the carpet. Now, let's see, we were talking about the training the boys received who lived in Sparta. Did you have another comment about Sparta, Craig?

Craig: Even today anyone who suffers great pain without complaining is called a Spartan.

2. _____ T: That's a good observation, Craig. Did the girls receive any training? Patti?

Patti: Yes, they received athletic training as well as the boys, and they were also taught to be strong and brave and to suffer hardship with courage.

TASK 3B

3. _____ T: Good. By the way, Patti, did you bring an excuse for your absence yesterday?

Patti: I forgot it.

T: Be sure and bring it tomorrow, and don't forget.

4. _____ Now, what kind of a city was Athens? Kevin?

Kevin: It was a lot different than Sparta because the boys weren't just trained to be soldiers. They still started school at seven, but they lived at home.

T: What did the boys learn? Craig?

Craig: They were trained in athletics.

5. _____ T: Good answers. Now, let's turn to our English lesson for today. Yesterday we were discussing nouns and verbs. First, let's review what we learned yesterday. Who knows what a noun is? Carolyn?

Carolyn: It's the name of a person, place or thing.

T: Right. Oh, I forgot to ask if the girls of Athens went to school. Scott?

Scott: No, they had to stay home and learn to cook and sew.

T: We shouldn't leave out the girls. Now, getting back to English, what is a verb? Kevin?

Kevin: Well, a verb tells what the noun does.

6. _____ T: Do you all agree? Can anyone explain further? Donna?

Donna: A verb usually shows action.

Patti: Not always, sometimes it is a linking verb.

TASK 3B

T: Right, but today we are going to talk about simple subjects and simple predicates. Every sentence is divided into two parts, a subject and a predicate. Let's give some examples of a simple subject and a simple predicate. Craig?

Craig: Band played.

T: Who can give another? Patti?

Patti: Mary danced.

T: Those are both correct, these are the two important words for the skeleton of every sentence.

7. Oh, I just remembered, tomorrow I will expect each one of you to be able to write a report explaining your feelings about the movie we saw this morning on ecology. Open your English books to page 36. Scott, will you begin reading at the top of the page.

Scott: Headwords - Noun and Verb. Examine this sentence carefully: "The jubilant cheerleaders / yelled louder and louder." What is the part to the left of the slash mark called?

T: What is it called, Patti?

Patti: The subject.

T: Continue reading, Scott.

Scott: What is the part to the right of the slash mark called?

T: Craig?

Craig: The predicate.

TASK 3B

8. ____ T: Donna, I see you are filing your fingernails. Bring me your nail file, you apparently don't know the proper place to use it. You may have it after school is over. Now give me an example of a noun and a verb headword. Craig?

Craig: Wind blew.

T: Good. Can anyone add anything at all to make the sentence more interesting? Kevin?

Kevin? A chilly wind blew from the north.

9. ____ T: Now that's an expressive sentence! I want to remind all of you to take your tube tumbling release forms home tonight. They must be signed by your parents before you can participate in the tumbling. Carolyn?

Carolyn: My parents are out of town, they won't be back for a week. Does this mean I can't tumble until they sign it?

T: That's right, you'll just have to wait. Now, I want each of you to do the sentences on the bottom of page 36. You are to write the ten sentences and underline the headword in each subject and the headword in each predicate. We'll check your work tomorrow.

TASK 3B

Instructions:

NOW, TURN TO THE NEXT PAGE OF YOUR HANDBOOK AND CHECK YOUR SCORE ON RECOGNITION PRACTICE LESSON 2. CHECK EACH OF YOUR RESPONSES AND INDICATE THE NUMBER CORRECT IN THE SPACE PROVIDED. NOW REVIEW YOUR ANSWERS AND SEE IF THERE IS ONE TYPE OF TRANSITIONS (FLIP-FLOP FOR EXAMPLE) THAT YOU HAVE INCORRECTLY IDENTIFIED TWICE OR MORE. IF SO, YOU SHOULD REVIEW THE DESCRIPTION OF THIS BEHAVIOR BEFORE GOING ON TO LESSON 3. THE CRITERION FOR THIS LESSON IS 7. SEE LEARNING SEQUENCE FOR YOUR NEXT ACTIVITY.

"Advanced case of stimulus boundedness."

TASK 3B

TRANSITIONS

BEST COPY AVAILABLE

Recognition Practice Lesson 2
Scoring Key

Instructions:

Copy your answers from the Recognition Practice Lesson in Column 1. Then compare your answers with the correct answers in Column 2. Circle any of your answers that are incorrect and total your correct answers as indicated below.

Item	Column 1	Column 2
1		SB
2		NA (Praise)*
3		T-
4		NA (Questioning Technique)*
5		FF-
6		NA (Questioning Technique or Peer Involvement)*
7		T-
8		SB-
9		T-

Specific behaviors: Check your errors carefully to see how many occur in each behavior. If you made two or more errors in classifying the same behavioral indicator, you should review the description of that behavior and try to determine why you classified it incorrectly.

Total Correct: _____ Criterion level for this lesson is 7 correct or higher. If you scored less than 7, go on to Task 3C where you will work with positive transition examples.

* The behavioral indicators, Questioning Technique, Peer Involvement and Praise, have been dealt with in another Protocol module. You are not expected to know these, but they have been identified for your information in case you have completed the other Protocol Modules.

TASK 3C

TRANSITIONS

Recognition Practice Lesson 3
(time limit - 5 minutes)

Instructions:

There are several teacher behaviors which can produce either smooth or jerky transitions in activity flow in a classroom. Three examples of positive and negative behaviors are:

1. Stimulus Boundedness (SB-) -- The teacher is deflected from the main activity and reacts to some external stimulus that is unrelated to the ongoing activity, versus Delayed Response (SB+) -- the teacher delays responding to an unrelated external stimulus until a natural break occurs in the classroom activity.

2. Thrust (T-) -- The teacher bursts in suddenly on the children's activities in such a manner as to indicate that her own intent was the only determinant of her timing and point of entry (the stimulus is internal i.e., usually something the teacher thinks of), versus Timely Interjection (T+) -- the teacher introduces information in a manner which minimizes the interruption to the students' activity.

3. Flip-Flop (FF-) -- The teacher starts a new activity without bringing the original activity to a close and then returns to the original activity, versus Smooth Transition (FF+)-- the teacher fully completes one activity before moving on to the next.

Use the following symbols:

SB- -- for Stimulus Boundedness
SB+ -- for Delayed Response
T- -- for Thrust
T+ -- for Timely Interjection
FF- -- for Flip Flop
FF+ -- for Smooth Transition
NA -- for None of the Above

The following is a transcript taken from a tape recording of a discussion lesson conducted in Mr. John Krusi's 5th grade class, Adams Elementary School, Logan, Utah. Throughout the transcript, you will find that five teacher remarks are underlined. Your task is to identify the negative teacher behavior used and the positive teacher behavior which should have been used. Then, indicate by a number where this positive teacher behavior should occur in the lesson.

TASK 3C

T: Class, yesterday when we were having a discussion. We were talking about ecology, pollution and man's effect on the environment. Would you comment on this topic, Sue.

Sue: Well, man is really the cause of pollution because of his factories and sewage.

(The teacher is looking out the window and sees several balls on the playground.)

T: Look at those balls! Some of you left them out on the playground. When you use playground equipment, be sure you return it to the custodian.

Instructions: (Item 1)

Decide what kind of negative Transition behavior is shown in the underlined example. Write your answer here: _____. Then decide what kind of positive behavior should be used and write your answer here: _____. Read on and indicate with number (1) where in the script this positive behavior should occur.

T: Now, what do you think you could do to cause a factory or power plant to stop causing a problem. John?

John: Well, I don't think you could do anything because of the trouble you might create.

T: George, you don't seem to agree with that.

George: Well, they would pay attention if we stopped buying their products.

T: Possibly so. Lisa, do you have an answer?

Lisa: Maybe they could pass a law to stop them and make them clean up their waste disposal process.

Henry: I don't think we need any more laws, I think. .

T: Oh my, I nearly forgot, tomorrow is our Valentine Party. Be sure every one of you checks the list on the bulletin board so you'll know what to bring.

Instructions: (Item 2)

Decide what kind of negative Transition behavior is shown in the underlined example. Write your answer here: _____. Then decide what kind of positive behavior should be used and write your answer here: _____. Read on and indicate with number (2) where in the script this positive behavior should occur.

T: Who else has an answer? Sharlyn?

Sharlyn: People could just use less electricity. If they didn't have to produce so much electricity, there would be less pollution from factory wastes.

T: That's an excellent answer. I'm glad you are all thinking of some of the ways that people

can help. Let's all keep thinking of some good answers. Have we covered all that we might do as individuals? Fred?

Fred: You can recycle cans and cars and papers. My mother buys stationary that is recycled paper.

T: That's really being ecology minded, Fred. (The teacher is standing in the open doorway and notices several coats on the hall floor.)

T: I noticed that there are several coats on the floor. With the rainy weather we are having, you should really hang them up as they are sure to be still damp when you go home. Anyone who left their coat on the floor, go hang it up.

Instructions: (Item 3)

Decide what kind of negative Transition behavior is shown in the underlined example. Write your answer here: _____. Then decide what kind of positive behavior should be used and write your answer here: _____. Read on and indicate with number (3) where in the script this positive behavior should occur.

T: Class, our time is just about up, but we've come up with some very good answers. Take out your science worksheets on the flower and we'll

correct them in class. Question No. 1 is "Name the parts of stamen." Fred?

Fred: Anther and filament.

T: Before we get too far into science, I'd like to summarize what we've covered in the Ecology lesson. We could say that pollution is caused by people and, therefore, it's reasonable to assume people must find an answer to do away with it. We as individuals can certainly make a start.

Instructions: (Item 4)

Decide what kind of negative Transition behavior is shown in the underlined example. Write your answer here: _____. Then decide what kind of positive behavior should be used and write your answer here: _____. Read on and indicate with number (4) where in the script this positive behavior should occur.

T: Question No. 2. "Name the female parts of a flower." Sharlyn?

Sharlyn: I have stigma, style, and ovary.

T: Good job, Sharlyn. Next question. "What part of the flower accepts pollen? Sue?

Sue: The stigma.

T: Right. Everyone seems to be doing very well on these worksheets. Next question. "How does

TASK 3C

T: pollen get to the flower?

George: One way is by the wind.

John: I have, by self-pollination and bees.

T: Both answers are correct. (Teacher sees paper on the floor.) By the way, there is way too much paper and junk on the floor. Everyone look around and pick up all the litter. John, you pass around the waste basket. (Students pickup litter and deposit it in the waste basket.)

Instructions: (Item 5)

Decide what kind of negative Transition behavior is shown in the underlined example. Write your answer here: _____. Then decide what kind of positive behavior should be used and write your answer here: _____. Read on and indicate with number (5) where in the script this positive behavior should occur.

T: Now, the last question is, "What is the function of the colorful petals on flowers?" Lisa?

Lisa: To attract bees?

T: Good! I can tell that everyone worked hard on this lesson as all the answers were correct. Let's go on to our math lesson.

TASK 3C

Instructions:

NOW, TURN TO THE NEXT PAGE OF YOUR HANDBOOK AND CHECK YOUR SCORE ON RECOGNITION PRACTICE LESSON 3. CHECK EACH OF YOUR RESPONSES AND INDICATE THE NUMBER CORRECT IN THE SPACE. REVIEW YOUR ANSWERS AND SEE IF THERE IS ONE TYPE OF TRANSITIONS (FLIP-FLOP FOR EXAMPLE) THAT YOU HAVE INCORRECTLY IDENTIFIED TWICE OR MORE. IF SO, YOU SHOULD REVIEW THE DESCRIPTION OF THIS BEHAVIOR BEFORE GOING ON TO THE RECOGNITION TEST. IF YOUR TOTAL NUMBER CORRECT IS LESS THAN 12 OR IF YOU FAILED TO FINISH IN 5 MINUTES, ERASE YOUR ANSWERS ON RECOGNITION PRACTICE LESSON 3 AND REPEAT THE LESSON. OTHERWISE, YOU ARE READY TO VIEW THE TRANSITIONS PROTOCOL FILM. SEE LEARNING SEQUENCE.

TASK 3C

TRANSITIONS

Recognition Practice Lesson 3

Scoring Key

BEST COPY AVAILABLE

Instructions:

Compare your answers with the following correct answers. Check any of your answers that are incorrect and total your correct answers at the bottom of the page. Score 1 point for each response. Total possible is 15 points.

Item	Blank 1	Blank 2
1	SB- -- Stimulus Boundedness	SB+ -- Delayed Response
2	T- -- Thrust	T+ -- Timely Interjection
3	SB- -- Stimulus Boundedness	SB+ -- Delayed Response
4	FF- -- Flip Flop	FF+ -- Smooth Transition
5	SB- -- Stimulus Boundedness	SB+ -- Delayed Response

Items 1-3 should be dealt with after the teacher summarizes the discussion on ecology, after the teacher statement "We as individuals can certainly make a start," or at the end of Practice Lesson 3.

The teacher should complete the summary in Item 4, then instruct the students to begin another lesson.

Item 5 should occur at the end of Practice Lesson 3 just before the teacher says "Let's go on to our math lesson."

Total correct: _____ Criterion level for this lesson is 12 or higher. See Learning Sequence.

TRANSITIONS

Recognition Test
Scoring Key

Instructions:

Hand out test booklets. Instruct students to complete only Section A then wait until instructed to begin Section B.

When all students have completed Section A, begin Section B. Tell students there is a 7 minute time limit. When the time limit is up, collect the papers.

Section A

Score 1 point for each key idea which is underlined in the definition, but allow for different ways students may state the answer. The total possible is 8 points with a criterion of 6 correct answers. Write the total score on the first page of each test.

1. Stimulus Boundedness -- (a) The teacher responds to external stimuli, therefore, interrupting classroom activity. Delayed Response (b) delaying a response until a natural break occurs in the classroom activity.

   3 points

2. Thrust -- (a) The teacher interrupts the students activities with her own intent the determinant of the interruption. Timely Interjection (b) introducing information when student activity is not interrupted.

   3 points

3. Flip-Flop -- (a) The teacher starts new activity without bringing original activity to a close. Smooth Transition (b) completing each activity before beginning another.

   2 points

Section B

Mark incorrect answers with an X as you read the correct answers. Questions 4, 6, and 7 are dealt with differently. Score three points each for Questions 4, 6, and 7. Score 1 point for all other questions. Criterion is 13 out of 16 points.

Item	Answer	Item	Answer
1	SB-	8	NA
2	T-	9	SB-
3	NA	10	FF-
5	NA		

Item	Blank 1		Blank 2	
4	T-	Thrust	T+	Timely Interjection
6	FF-	Flip-Flop	FF+	Smooth Transition
7	SB-	Stimulus Boundedness	SB+	Delayed Response

Item 4 may be dealt with where the teacher says, "Oh, look at the time, . . ." or at the end of the lesson where the teacher says, "Let's wait and let him write it when he gets back tomorrow," or at the beginning of the literature lesson, p. 2.

The teacher should complete science lesson before beginning the health lesson in Item 6. Place the No. 6 after "bending the water," or after "must be handed in," or after the box for No. 6.

Item 7 should be dealt with at the end of the lesson where the teacher says, "Let's wait and let him write it when he gets back tomorrow."

TASK 4

Name

TRANSITIONS

Protocol Film Observation Form

Instructions:

Twelve teacher remarks are cued on this film. You are to watch carefully for each cued remark and indicate whether the remark is an example of a negative Transition behavior or a positive Transition behavior.

SB(-) -- Stimulus Boundedness
SB(+) -- Delayed Response
T(-) -- Thrust
T(+) -- Timely Interjection
FF(-) -- Flip Flop
FF(+) -- Smooth Transition
NA -- None of the above

The cue in the form of a number will appear on the screen a second or two before the start of the teacher behavior you are to identify and will remain on the screen until the remark is completed. As each of the keyed teacher remarks occurs, circle the appropriate symbol.

NUMBER CUE	SYMBOLS							SCORE
1	SB(-)	SB(+)	T(-)	T(+)	FF-	FF+	NA	
2	SB(-)	SB(+)	T(-)	T(+)	FF-	FF+	NA	
3	SB(-)	SB(+)	T(-)	T(+)	FF-	FF+	NA	
4	SB(-)	SB(+)	T(-)	T(+)	FF-	FF+	NA	
5	SB(-)	SB(+)	T(-)	T(+)	FF-	FF+	NA	
6	SB(-)	SB(+)	T(-)	T(+)	FF-	FF+	NA	
7	SB(-)	SB(+)	T(-)	T(+)	FF-	FF+	NA	
8	SB(-)	SB(+)	T(-)	T(+)	FF-	FF+	NA	
9	SB(-)	SB(+)	T(-)	T(+)	FF-	FF+	NA	
10	SB(-)	SB(+)	T(-)	T(+)	FF-	FF+	NA	
11	SB(-)	SB(+)	T(-)	T(+)	FF-	FF+	NA	
12	SB(-)	SB(+)	T(-)	T(+)	FF-	FF+	NA	

After the film is completed, your instructor will read the correct answers. The criterion for passing is 80% (10 or more correct). Make an X in the score column for each incorrect answer. Enter your score (number correct) here: _____

TASK 4

TRANSITIONS

Protocol Film Scoring Key

Instructions:

Hand out Protocol Film Observation Form to students. Read Instructions to the students before beginning the film.

Have students exchange papers. Read the correct answers. Student should be reminded to mark incorrect answers with an X in the score column and enter the total correct in the space provided on the answer sheet. Criterion for this test is 80% (10 items correct). Collect the answer sheets as soon as they are scored.

NUMBER CUE	SYMBOL
1	SB(-)
2	SB(+)
3	FF(-)
4	FF(+)
5	T(-)
6	T(+)
7	SB(-)
8	SB(+)
* 9 - 9	FF(-)
10	FF(+)
11	T(-)
12	T(+)

*NOTE: The #9 Key appears at the beginning and at the end of the FF(-) example. It signals the two events involved; the beginning of a new activity and the switch back to the original activity to finish it.

Name _____ Date _____ Course _____ Section A Score _____

TASK 5

TRANSITIONS

Section B Score _____

Recognition Test

Instructions:

Section A:

There are several teacher behaviors which produce smooth or jerky transitions in activity flow in a classroom interaction situation. Briefly describe the listed positive and negative aspects of the three Transition behaviors.

1. (a) Stimulus Boundedness -- _____

_____

(b) Delayed Response -- _____

_____

2. (a) Thrust -- _____

_____

(b) Timely Interjection -- _____

_____

3. (a) Flip-Flop -- _____

_____

(b) Smooth Transition -- _____

_____

Section B:

The following is a transcript taken from a tape recording of part of a discussion lesson conducted in Mrs. Drue Larsen's 6th grade class, Adams Elementary School, Logan, Utah. Throughout the transcript, you will find that ten remarks are underlined. Read each remark and decide whether it is an example of one of the behaviors listed below. Then, write the appropriate symbol in the given space unless instructed otherwise. You have 7 minutes to complete this test.

SB- -- Stimulus Boundedness
SB+ -- Delayed Response
T- -- Thrust
T+ -- Timely Interjection
FF- -- Flip-Flop
FF+ -- Smooth Transition
NA -- None of the Above

T: Have you ever scuffed across a wool rug and felt a small shock when you touched another person or a piece of metal? If it was dark, you may even have seen a spark. Also, when you combed your hair you may have heard a crackling sound. What do these observations, the shock, the spark, and crackling mean? Scott?

Scott: This means you have built up static electricity.

T: You're right, Scott --- but what do you mean by static electricity?

Scott: Static electricity is electricity that is not moving.

T: Read the paragrpah on page 235 in your science book which explains static electricity ... Carolyn.

Carolyn: (Reading from science book.) Recall your experience when you walked on a wool carpet. You were charged with electrons as you scuffed across the wool carpet, but you discharged the electrons when you put your fingers close to something made of metal.

T: Thank you, Carolyn. Now, can anyone give me another good example of static electricity? Craig?

Craig: I'm not really sure, but I think lightning has something to do with static electricity.

T: Right. Can anyone explain how this electricity is built up? Kevin?

Kevin: The clouds collect the electrons as they move in the atmosphere---kinda like we do when we move across the wool carpet.

T: Then what happens? Donna?

Donna: The book said that when the charge of electrons got great enough then lightning would flash through the sky.

T: Yes, this lightning is the discharge of the static electricity just like when you touch someone after walking on the carpet. (Teacher examines a

1. _____ plant on her desk) Oh dear, I forgot to water my geranium yesterday. The poor thing will die if I don't give it more attention. (Teacher pours water in the pot.) Let's see what were we talking about? Oh yes, static electricity. Now, we are going to do some experiments concerning static electricity. Look on page 233. What things are we going to need for this experiment? Patti?

Patti: A plastic rod or comb, a piece of wool or fur, a balloon and ....

2. _____ T: Oh, Craig, remember that you are to stay in for recess and correct that spelling you missed on the test.

Craig: Do I have to? I'll finish it tomorrow.

T: No, it must be done during recess. All the things Patti mentioned are right here on the table. Now, what is the first investigation? Scott?

Scott: First tear up the tissue paper. Now, hold the comb near them for a minute. (Scott prepares the demonstration)

Carolyn: I don't see anything happening.

3. _____ T: Read the rest of the experiment, Donna.

Donna: Now we're supposed to rub the comb briskly with the piece of wool or fur.

Patti: Let me do it.

Kevin: Hey, look what's happening. The paper is all clinging to the comb.

Craig: I guess we created some static electricity.

T: Say Scott, did you check the P.E. equipment after gym class?

Scott: I forgot.

T: Now that's your responsibility, so you'd better check immediately.

Instructions: (Item 4)

Decide what kind of negative Transition behavior is shown in the underlined example. Write your answer here: _____ _____. Then, decide what kind of positive behavior should be used and write your answer here: _____ Indicate with number (4) where in the script the positive behavior should occur.

T: What else can we do with this rod that has been rubbed on the wool? Carolyn?

Carolyn: We can turn on the tap and put the rod near the stream of water.

5. _____ T: Let's try it and see what happens.

Kevin: Look, it's pulling the water over to it.

Donna: It's bending the water.

T: Oh, look at the time, we better get to our health lesson. Yesterday we were talking about four different kinds of growth. Who can tell me what they are? Craig?

Craig: There is physical growth and mental growth.

T: By the way, students, I want you to make sure you write up the experiments in science as you do them, they're too easy to forget if you don't and they must be handed in.

Instructions: (Item 6)

Decide what kind of negative Transition behavior is shown in in the underlined example. Write your answer here: _____ _____. Then, decide what kind of positive behavior should be used and write your answer here: _____. Indicate with number (6) where in the script the positive behavior should occur.

T: Now, Craig mentioned physical and mental growth, that's two of them, what are the other two? Carolyn?

Carolyn: There's emotional growth --- but I can't remember the other one.

Kevin: I know, it's social growth.

T: Now, is there any way we can measure these different kinds of growth? Patti?

Patti: Well, it's easy to measure your physical growth. We just need to keep track of our weight and height.

T: Yes, that's the easy one, but what about the others? Scott?

Scott: I suppose the achievement tests we take could measure our mental growth.

T: Yes, they can tell you how well you are doing in school. Oh, look at the rain coming down and just a minute or two ago it was sunny. Isn't that interesting?

Instructions: (Item 7)

Decide what kind of negative Transition behavior is shown in the underlined example. Write your answer here: _____ Then, decide what kind of positive behavior should be used and write your answer here: _____. Indicate with number (7) where in the script the positive behavior should occur.

T: Donna, you have your hand up.

Donna: How would you ever measure social growth?

T: Well, social growth is even more difficult to measure than mental or physical growth. There is a test on page 25 of your health book that will help you. Now, is there any way to measure emotional growth? Kevin?

Kevin: I don't know, I'm not even too sure what emotional growth is.

T: Who would like to add something to the statement? Carolyn?

Carolyn: Well, it has something to do with how you think and feel.

T: Yes, you can get some idea of your own emotional growth by thinking about the things you do in a number of situations. Look on page 26 and let's read some of these. Mark your answers down as the questions are read. Craig, read the first one.

Craig: Do you give up easily when faced with difficult problems?

8. _____ T: As you read these, each of you answer the questions about yourself in your own mind. Read the next two. Patti.

Patti: Do you find it easy to meet new situations? (pause) No. 3. Are you willing to accept the fact that there are some things you cannot have?

9. _____ T: Patti, I see you have a lapel button on that reminds us not to litter. That's a very good thing to remember, class. Littering is a very serious detriment to our environment. Getting back to health. Read the next question, Donna.

Donna: No. 4. Do you always wish to be in the center of the stage?

T: Scott, finish reading them, please.

Scott: No. 5. Do you expect to have someone satisfy all of your wishes? No. 6. Do you accept physical difficulties that cannot be corrected? No. 7. Do you accept criticism without becoming angry?

10. _____ T: Okay, I believe you have the idea now. Do you have any questions? I guess it's time for the science student groups to get together and work on their reports for Monday's discussion. You all know which group you're in. But, before you get too far into your science work, is there anything more we should discuss about emotional growth?

(Students start working in science groups.)

Student: Matt is absent today. Should we write his part of the report?

T: Let's wait and let him write it when he gets back tomorrow.

TASK 6

Performance Activity

APPLYING TRANSITIONS TO YOUR TEACHING

The materials you have completed up to this point are designed to give you a good understanding of the concept of TRANSITIONS. You should also be able to recognize desirable and undesirable TRANSITIONS when they are employed in the classroom. However, the most effective way to master this concept to the level where you can apply desirable behaviors in your teaching is through practice of the behavioral indicators in real or simulated teaching situations.

Below we have recommended two practice exercises that can help you better understand how desirable TRANSITIONS skills can be employed in the classroom as opposed to negative behaviors such as Stimulus Boundedness, Thrusts and Flip-Flops. The first exercise is designed for use by college students prior to the student teaching. The second exercise may be carried out during student teaching and/or subsequently in the teacher's regular classroom.

You should remember that in learning to apply concepts such as TRANSITIONS to the classroom two steps are important. The first is that you have opportunities to practice your use of the behavioral indicators of the concept. The second is that you receive feedback on your practice which will permit you to gradually improve your application of the concept to a teaching situation. Remember, both practice and feedback are essential if you are to become skillful in the application of transition behaviors.

Practice Exercise 1 - Observation

The three behavioral indicators of TRANSITIONS, i.e., Stimulus Boundedness, Thrusts and Flip-Flops are all negative behaviors that teachers should eliminate from their teaching behavior. These negative behaviors should be supplanted by the positive transitional behaviors, i.e., Delayed Response, Timely Interjection and Smooth Transition. Since the TRANSITION behaviors are difficult to practice in a simulated teaching situation, this exercise will be based on classroom observation. This observation will make you more aware of how the positive and negative TRANSITION behaviors covered in this handbook occur in the regular classroom.

Step 1. Review the Description of the Concept on pages 11-14, carefully study the observation form given on page 41 prior to carrying out your observation.

Step 2. Arrange for one hour of observation in a regular public school classroom. If possible, select a class at the same level you plan to teach. If you will teach at secondary level, select a class in your subject area.

Step 3. During the observation, watch carefully for both positive and negative applications of the TRANSITION behavioral indicators. Tally these behaviors as they occur. During the observation period, select the first negative example of Stimulus Boundedness, Thrust, and Flip-Flop that you observe and describe what occurred in the space provided on the form. Since these behaviors occur only rarely in most classrooms, you will have time to prepare short descriptions of each behavior during the observation.

Practice Exercise 2 - Classroom Practice

You can carry out the following practice either during student teaching or in a regular teaching situation.

Step 1. Make a one-hour audiotape recording of your teaching. Select a time when you will be dealing with one topic for part of the hour and another topic for the remainder. You will find it easier to get a good recording of the pupils' voices if you work with a group of 6 to 8 pupils and have them place their chairs in a tight semicircle so that none will be far from the microphone. Another alternative is to have one student operate the audiotape recorder, pointing the microphone at any student who responds and turning up the volume for student responses. You will find that if you evaluate your discussion shortly after it is finished, you will remember most of the student remarks even if you cannot hear them clearly on the tape. Since you will be focusing on your own behavior, it is essential that you get a clear recording of your own voice. You may want to record your classroom performance on video-tape rather than audiotape if a recorder is available. Video-tape will give you a more realistic review of your actual classroom behavior.

Step 2. As soon after making your recording as possible, you should replay the recording and check your use of TRANSITIONS using the form given on page 41.

Step 3. If, in checking your teaching behavior, you find yourself using the negative TRANSITION behaviors, i.e., Stimulus Boundedness, Thrust, and Flip-Flops, you should repeat this practice exercise until you have eliminated these negative behaviors from your teaching and substitute them with the positive TRANSITION behaviors, i.e., Delayed Response, Timely Interjection, and Smooth Transition.

Alternate Classroom Practice Exercise

If another teacher has completed the TRANSITIONS module in your student teaching group or at your school, a desirable alternative is

TASK 6

to have this teacher sit in on an hour of your teaching and in turn, you sit in on an hour of the other teacher teaching. The same form can be used that was designed for the audiotape feedback, however, if another teacher is sitting in, it is usually not necessary to make a recording. After you and your teammate have observed each other's teaching, you should sit down together and discuss each of the observations using the evaluation form as a guide.

TASK 6

TRANSITIONS

Classroom Observation Form

1. Stimulus Boundedness versus Delayed Response

Stimulus Boundedness -- The teacher is deflected from the main activity and reacts to some external stimulus that is unrelated to the ongoing activity versus Delayed Response -- The teacher delays responding to an unrelated external stimulus until a natural break occurs in the classroom activity.

Tally examples of Stimulus Boundedness _____

Tally examples of Delayed Response _____

Describe what occurred in one of the examples. _____

_____

_____

_____

_____

_____

2. Thrust versus Timely Interjection

Thrust -- The teacher bursts in suddenly on the children's activities in such a manner as to indicate that her own internal stimulus, i.e., intent, was the only determinant of her timing and point of entry versus Timely Interjection -- The teacher introduces information in a manner which minimizes interruption to the student's activity.

Tally examples of Thrust _____

Tally examples of Timely Interjection _____

Describe what occurred in one of the examples _____

_____

_____

_____

_____

_____

_____

3. Flip-Flop versus Smooth Transition

Flip-Flop -- The teacher starts a new activity without bringing the original activity to a close and then returns to the first activity, versus Smooth Transition -- The teacher fully completes one activity before moving on to the next.

Tally examples of Flip-Flop _____

Tally examples of Smooth Transition _____

Describe what occurred in one of the examples _____